

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1,800
Total amount allocated for 2020/21	£18,083
How much (if any) do you intend to carry over from this total fund into 2021/22?	£765.72
Total amount allocated for 2021/22	Approx. £16,283
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	Approx. £17,048.72

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.

Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

75%

N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.

Please see note above

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

75%

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

75%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £18,083		Date Updated: 30 th July 2021	
<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					
Intent		Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>		<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed? :</p>	
<p>To improve activity levels, fitness and attitudes towards PE and physical activity across school.</p>		<p>To use a daily mile scheme</p> <p>To introduce daily bursts of activity in classrooms</p> <p>To promote fitness in virtual assemblies</p> <p>Sport Ambassadors to run Change 4 Life, healthy lifestyle group with Y3 children</p> <p>Train sport ambassadors to run lunchtime clubs</p> <p>Utilise PE coach to deliver fitness assessments at the start and end of the year</p> <p>Use PE coach to run additional focussed fitness groups</p>		<p>Fitter Future yearly membership £659 (includes the mindfulness package)</p> <p>Sherriff's Challenge - free</p>	
				<ul style="list-style-type: none"> All pupils are more active during the school day, contributing to 30 daily active minutes Improved behaviour and concentration Staff and pupil questionnaires Drop in notes Children and staff encouraged to complete more Fitter Future challenges- children more inclined to take part in Fitter Future (golden tickets in assemblies) Improved fitness levels and attitude towards exercise PE coach runs fitness intervention groups Lunchtimes are more active (contributing to 30 active minutes) Baseline Measurement testing happened at the start of the year not end due to COVID-19. Fitness test data collection enabled us to look at patterns and identify the children with low fitness levels- from this we created intervention groups to up the fitness levels of these focus children 	
				<ul style="list-style-type: none"> Staff are equipped to continue to build daily physical activity into the school day Taking inspiration from fitter future to create own daily classroom activity bursts. Using free resources such as Cosmic Yoga, Just Dance and Go Noodle 	

Created by:



Supported by:



			<ul style="list-style-type: none"> • Children enjoying fitness and exercise and lead to a healthy lifestyle (PSHE objectives and science objectives contribute to this) • Daily fitness opportunities have a positive impact on wellbeing 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To inform staff and children about the importance of PE and physical activity and its impact.	<p>School Games Mark maintain Gold-meeting the requirements to achieve this mark.</p> <p>Promoting Fitter Future with golden tickets for class charts for the best class each week</p> <p>Staff meetings delivering information to all staff about PE and what is expected in school</p> <p>Providing staff with knowledge of PE impact on attainment</p> <p>Promoting PE on the school website and updating information</p>		<ul style="list-style-type: none"> • School Games Mark outcome at the end of the year has been awarded as GOLD – last year mark carried over due to COVID-19. Also awarded School Games Recognition award and Virtual award for the work on PE prior to COVID-19. • We have taken up as many opportunities as possible to ensure we maintain gold standard where possible despite restrictions in place • Keeping gold games mark sets a high standard of physical activity for next year • Children’s fitness levels have improved with the implementation of Fitter Future and contributes to the daily 30 minutes • Staff are kept up to date with the primary PE expectation and national statistics about the health and fitness of primary aged children. Staff are reminded how important PE is and what we should be doing as teachers to ensure PE lessons are being taught and children remain active • Staff input/feedback and survey results collected/analysed 	<ul style="list-style-type: none"> • To host more intra-sport competitions/festivals in school • To host competitions for local schools (no cost) • Continue to offer free afterschool clubs ran by staff members weekly • Taking inspiration from fitter future to create own daily classroom activity bursts. • Using free resources such as Cosmic Yoga, Just Dance and Go Noodle • Offer more CPD PE opportunities to all staff including HLTA staff especially free training opportunities • Offer more CPD PE opportunities to all

			<ul style="list-style-type: none"> Gaining views on PE in school and from parents – children talking about how they feel about PE to give an overview of what exercise they enjoy and do at home and the impact of COVID. We have sent Y6 on top up swimming in the summer term and raised the profile of fitness through swimming. After school clubs have been running when and where possible, this year we have managed to run clubs in Year 3, 4 and 5 with 80 (44%) places being allocated. It has been difficult due to COVID guidelines and restrictions and only offering clubs to class bubbles. This year teachers following PE planning format to include healthy living lessons to include impact of PE. 	<p>staff including HLTA staff especially free training opportunities as and if they arise. Staff meeting next year to provide this opportunity.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To enable staff to deliver high quality PE lessons with confidence and motivate pupils attitude towards physical activity.</p>	<p>Teachers and PE coach to teach high quality PE lessons</p> <p>Teachers to develop skills from working alongside PE coach</p> <p>Teachers and PE coach to teach a variety of sports and activities to their class</p> <p>Buy into a scheme for 2020-2021 to improve teachers planning and CPD in PE</p> <p>Teachers to plan lessons supported by PE Hub and Progression Ladder for their year group</p> <p>Progression of skills to be understood by class teachers</p>	<p>Sports Coach £9820</p> <p>PE Hub – PE scheme £455</p>	<ul style="list-style-type: none"> Confidence in teachers teaching PE lessons PE coach enables a variety of sports including OAA Children are all involved and work at their level Improved performance from all pupils throughout the school year enhancing the overall PE curriculum Staff knowledge, skills and confidence improved Clear assessment data CPD-Teachers are upskilled through observing and working alongside the PE coach and using the PE Hub planning 	<ul style="list-style-type: none"> Staff learn skills and develop lessons taught by PE coach Staff are able to continue to develop skills children learn with PE coach Staff are confident at delivering their own lessons Get support staff to observe PE lessons to enable their confidence in teaching PE Offer team teaching opportunities for less confident teachers Well-structured PE lesson plans for teachers to follow in future years A scheme of work that flows

	Staff to assess their class before and after each PE unit through RAG rating		<p>scheme</p> <ul style="list-style-type: none"> PE is inclusive for all children, lesson plans can be simplified or challenging – PE Hub has provided staff with a wide range of ideas and simplification/challenge this year Well-structured planning (there has been a huge improvement in planning from using the hub and the new planning format this year it is much more consistent across school and follows clear progression) Children meeting curriculum requirements through the new PE overview 	<p>throughout school and follows structure including warm up and cool down.</p> <ul style="list-style-type: none"> PE Hub ideas to support the teaching of PE
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation	Impact
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To create as many additional sporting opportunities as possible across all year groups and include as many children as possible in after school clubs and competitions entered.	<p>Pupils from year 1-6 have the opportunity to take part in both competitive and non-competitive sporting opportunities.</p> <p>Ensure a variety of afterschool clubs are provided for children in all year groups (changing each half term to include as many children as possible).</p> <p>Running fitness intervention groups in KS1 and KS2 with least active children (determined from baseline assessment in autumn term).</p> <p>Taking part in additional opportunities that arise.</p>	<p>Funding allocated:</p> <p>Equipment £5,425.08</p> <p>Spare PE Kit £150</p> <p>Basketball WOW day £450 (postponed to September- money carried over will be allocated for this)</p> <p>Mindful Mini sessions Y1-Y6 £808</p> <p>PE Sporting Superstars Athletics</p>
		<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Continue to provide different afterschool club opportunities equipment purchased this year to enable a wide range of clubs for next year including target throwing and French skipping Encourage staff to try something new Set aside some of the sport funding for new afterschool club opportunities Ensure children know the expectations with equipment and how to look after equipment by talking

	<p>Ensuring apparatus equipment is in good condition and safe to be used or repaired if needed.</p> <p>Purchasing new equipment to ensure a variety of sports can be taught PE Kit.</p>	<p>for Y5 free</p> <p>Kurling for Y3 and Y4 free</p> <p>Nottingham Trent Cricket (Y1-Y4) Free</p>	<p>may not be able to access out of school or at home</p> <ul style="list-style-type: none"> • All children are included to take part in clubs and competitions • Children in fitness interventions have improved fitness levels • Children encouraged to exercise by creating exciting sport opportunities like the basketball WOW day • Equipment repairs and sports equipment purchases enable teaching staff to teach a range of sports including gymnastics on the apparatus • Raising the profile of PE • Children to work with Professional Basketball Player (postponed Sept 21) • Children inspired to live healthy lifestyles • Children experience a sport they have not had the opportunity to do before • A variety of sports equipment to use (Boccia (SEND) New Age Kurling, table tennis tables, tennis nets, new rubber javelins, howlers, new athletics triple jump mats, French skipping ropes, balance bikes for EYFS, water tray for EYFS for fine and gross motor) 	<p>to teachers and relaying the message</p> <ul style="list-style-type: none"> • Book free opportunities for pupils to engage and gain a variety of experiences • Staff and children to use the skills and ideas from the WOW day (Sept 21) • Ensure children know the expectations with equipment and how to look after equipment for sustainability
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Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To enable as many children to take part in a sporting competition as possible including SEND children. Ensure inclusivity for sports relief and encourage all children to take part and compete in all events.</p> <p>To allow pupils opportunities to participate in competitive sport.</p> <p>Children were due to take part in competition during June/July but due to the restrictions continuing until late July these have now been cancelled. Money was allocated for this but has not been spent on equipment.</p>	<p>Use Sheriffs Challenge and Fitter Future to compete against other classes</p> <p>Enter a variety of competitions and provide as many opportunities for children to go as possible (unable to take part this year due to government guidelines and restrictions)</p> <p>Attend local sport competitions with other schools- none this year due to COVID-19</p> <p>Pupils to compete against each other in PE lessons and additional opportunities in school (cricket, kurling and sport superstars athletics)</p>	<p>PE Sporting Superstars Athletics for Y5 free</p> <p>Kurling for Y3 and Y4 free</p> <p>Nottingham Trent Cricket (Y1-Y4) Free</p>	<ul style="list-style-type: none"> • Enables children to try harder, complete more miles/more fitter future challenges and work as a team to achieve this • Character building as children learn to work as a team and how to lose or win effectively • Pupils learn a variety of sports, skills and techniques prior to competitions through after school clubs or PE lessons • Children learn a range of skills through competitive sports and have additional opportunities to have a go at new sports (kurling) • New equipment purchased to widen opportunities and for SEND children (boccia) • Competitions are inclusive and allow all children to take part, some are specifically for inclusivity • Pupils have had the opportunity to compete against each other in the athletics and the kurling. 	<ul style="list-style-type: none"> • Continue to prepare children in PE lessons and after school clubs for potential competitions • Ensure that different children attend competitions and additional opportunities in school for different year groups to give as many children an opportunity to take part • Host competitions and attend local school competitions • Use equipment in school to prepare for competition and create our own intra school competition • Kurling and Boccia sets purchased so that staff can run competitive kurling and boccia competition in school without additional costs.

Impact of Covid 19 on PE and Funding

Due to coronavirus it was decided that the funding from the last academic year would carry over to this year if unspent, this is in place for 20/21 to 21/22 also. I allocated money from last year to events that were postponed and rebooked for this year so that the children do not miss out on any sporting events and opportunities. Due to having some cancelled events in this last term this money has been carried over to cover costs for next year but we have also managed to use a substantial amount of the funding for a large and varied equipment order. This funding has allowed us to invest in equipment to improve the teaching of PE and improve extra-curricular opportunities we offer in school and after-school clubs. Coronavirus has stopped competitions and many other opportunities we usually participate in. Intensive swimming top for Y6 has taken place this term, this data will be reported on in July. Fitness is a priority currently and staff are encouraged to incorporate daily exercise sessions into their day. Afterschool clubs have been started and stopped this year, Y5, 4 and 3 have been offered club places (44% attended). Next year's focus for the funding will be CPD, assessment, meeting the new EYFS objectives and extra-curricular opportunity.